

NAVAL POSTGRADUATE SCHOOL

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THESIS

**FEMALE RECRUITS AND THE UNITED STATES
MARINE CORPS: THE TRANSFORMATION
PROCESS**

by

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March 1998

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THE TRANSFORMATION PROCESS**

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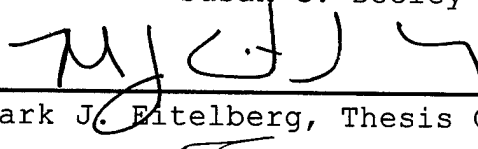
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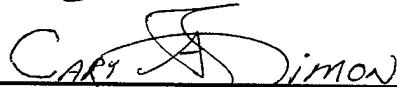


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ABSTRACT

This thesis examines initial military training of women in Marine Corps boot camp. The study focuses on changes implemented in 1996 and applied during four phases of the Commandant's "Transformation Process": recruiting, recruit training, cohesion, and sustainment. Semi-structured interviews were conducted with 43 female Marines. Eleven main themes emerged from the interviews, including: strong consensus that the partially-integrated, phased-approach to boot camp was beneficial to individual women and effective for the Marine Corps; progressive gender-integration enhances team-building and unit cohesion; the recruiting process prepares women for the physical, but not the emotional, challenges of boot camp; and the complete integration of women during the "sustainment" phase still requires substantial reinforcement. The study findings also suggest that Marine Corps leaders need additional training and education to understand and exemplify the complete "Transformation Process," to improve acceptance of women in the Marine Corps, and to improve military readiness.

TABLE OF CONTENTS

I. INTRODUCTION.....	1
A. BACKGROUND	1
B. PURPOSE OF THE STUDY	3
C. SCOPE/METHODOLOGY	3
D. BENEFIT OF THE STUDY	4
E. ORGANIZATION OF THE THESIS	4
II. LITERATURE REVIEW	5
A. HISTORY OF WOMEN IN THE MARINE CORPS	5
B. HISTORY OF BOOT CAMP FOR FEMALE MARINES.....	14
C. GENDER CLIMATE	27
III. DATA AND METHODS	35
A. DATA COLLECTION	35
B. DATA ANALYSIS AND THEME DEVELOPMENT	38
IV. RESULTS.....	39
A. OVERVIEW	39
B. THEME I: THE CHANGES INSTITUTED BETWEEN OCTOBER 1996 AND DECEMBER 1996 ARE CONSIDERED GENERALLY BENEFICIAL TO THE INDIVIDUAL RECRUITS AND THE MARINE CORPS.....	39
C. THEME II: UNIT COHESION AND TEAM-BUILDING HAVE BEEN ENHANCED BY THE CHANGES IN BOOT CAMP SINCE OCTOBER 1996.....	42
D. THEME III: MARINES ARE GENERALLY UNAWARE OF THE COMMANDANT'S "TRANSFORMATION PROCESS."	43
E. THEME IV: WOMEN ARE GENERALLY PREPARED FOR THE PHYSICAL RIGORS OF BOOT CAMP.	45
F. THEME V: WOMEN ARE NOT ADEQUATELY PREPARED FOR THE MENTAL/EMOTIONAL RIGORS OF BOOT CAMP.....	46
G. THEME VI: FEMALE RECRUITS PERCEIVE PRACTICALLY IDENTICAL BOOT CAMPS FOR MEN AND WOMEN.	47
H. THEME VII: FEMALE MARINES COMPLETING BOOT CAMP AFTER OCTOBER 1996 AND PARTICIPATING IN INTEGRATED MARINE COMBAT TRAINING FEEL ACCEPTED AS MEMBERS OF THE MARINE CORPS TEAM.	48
I. THEME VIII: FEMALE MARINES COMPLETING BOOT CAMP PRIOR TO OCTOBER 1996 AND NOT PARTICIPATING IN INTEGRATED MARINE COMBAT TRAINING DO NOT FEEL FULLY ACCEPTED AS MEMBERS OF THE MARINE CORPS TEAM.	49
J. THEME IX: ENLISTED FEMALE MARINES PERCEIVE THEY MUST WORK HARDER THAN THEIR MALE COUNTERPARTS TO BE RESPECTED.	50
K. THEME X: THE PRACTICE OF GENDER-SEGREGATED BOOT CAMP AND THE POLICY OF PROGRESSIVE INTEGRATION IS VALUED BY INDIVIDUAL FEMALE MARINES.	51
L. THEME XI: THE PERCEIVED STRENGTHS OF GENDER-SEGREGATED BOOT CAMP OUTWEIGH THE PERCEIVED WEAKNESSES.....	55
V. CONCLUSIONS AND RECOMMENDATIONS	59
A. OVERVIEW	59
B. MAJOR THEMES RESULTING FROM 43 INTERVIEWS:	60
C. CONCLUSIONS	61
D. DISCUSSION.....	61

E. RECOMMENDATIONS	67
APPENDIX. INTERVIEW QUESTIONS	69
BIBLIOGRAPHY	77
INITIAL DISTRIBUTION LIST	79

LIST OF TABLES

Table 1. Description of Sample Groups.....	36
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I. INTRODUCTION

A. BACKGROUND

The best way to train young men and women entering the Armed Forces--segregated, integrated, or partially integrated--is a sociological-political-military issue of some controversy. Initial military training, called "boot camp" in the Marine Corps and Navy, and "basic training" in the Army and Air Force, is conducted differently by each of the services. Although each service shares common goals concerning the outcome of initial training, i.e., an effective fighting force, the services differ in terms of when and how they conduct mixed-gender training. The Marine Corps is the only service that segregates men and women during initial recruit training, and gradually integrates them in later phases of training.

This study examines the issue of gender-segregated boot camp in the Marine Corps in terms of the "Transformation Process" promulgated by the Commandant of the Marine Corps (CMC). The "Transformation Process" is also evaluated with respect to its effectiveness in socializing women into the Marine Corps. Team-building and unit cohesion are an integral part of the "Transformation Process," and the effectiveness of the process is also examined in light of these goals.

The CMC's vision for turning civilians into the Marines of the 21st century is detailed in the Commandant's Planning Guide (CPG). This vision, called the "Transformation Process," is a four-phase approach. The phases are: (1) recruiting; (2) recruit training; (3) cohesion; and (4) sustainment. Boot camp for all Marines was revised in 1996 to adapt the Program of Instruction to fit the "Transformation Process."

The Marine Corps progressively integrates women into its ranks in three phases. The first phase is gender-segregated boot camp. The second phase is considered partially integrated. Men and women are integrated in the field exercise at Marine Combat Training (MCT), but reside in separate barracks. Though the platoon-level staff is gender-specific, the instructors are gender-integrated. This exposure to gender-integrated leadership is emphasized much more at this juncture in the phased approach to integration. The third phase of progressive integration occurs at military occupational specialty (MOS) schools or in the Fleet Marine Force (FMF). Since 63 percent of the MOS schools attended by Marines are run by services other than the Marine Corps, gender-integration is the norm at these training sites. These two programs, transformation and progressive integration, are both evaluated in terms of the socialization of female Marines, and the team-building and cohesion desired during the "Transformation Process."

B. PURPOSE OF THE STUDY

The purpose of this thesis is to evaluate changes made to Marine Corps boot camp, including the CMC's "Transformation Process," in terms of the socialization of female recruits into Marines, including unit cohesion and team-building. The research focuses particularly on the perceptions and experiences of female Marines with respect to boot camp, the "Transformation Process," and the progressive integration of women into the Marine Corps.

C. SCOPE/METHODOLOGY

The study should be considered exploratory, since the process of mixed-gender initial military training is still evolving. The study is designed to reveal strengths and weaknesses of the overall process, and to add to the momentum of research in this area. The method selected to evaluate the "Transformation Process" was semi-structured interviews with female Marine Corps officers and enlisted personnel. Interviewees were chosen from five groups: (1) recruits; (2) drill instructors; (3) staff officers; (4) enlisted Marines; and (5) company grade officers. These groups were selected to gain a cross-section of female Marine Corps personnel. The interviewees were women only, to limit the scope of the study. The perceptions and experiences of the interviewees were evaluated, and common themes were identified to evaluate the

"Transformation Process" and the progressive integration of women into the Marine Corps.

D. BENEFIT OF THE STUDY

The CMC's "Transformation Process" and progressive integration of women into the Marine Corps have been official policy since 1996. The issue of mixed-gender training has sociological, political, and military implications. This study attempts to shed some light on the effectiveness of the CMC's process and progressive integration, based on interviews with Marine Corps personnel who are directly affected by both policies--that is, female enlisted Marines. Similarly, conclusions are drawn to increase understanding on how the Marine Corps approach is working, and to explore possible improvements.

E. ORGANIZATION OF THE THESIS

Chapter II reviews the background and history of the issue along with related literature. Chapter III describes the data collection methods used in the study. The results of the interviews are examined in Chapter IV, and main themes are developed from the attitudes and opinions expressed by the women in the sample. Excerpts of the interviews are presented to support these themes. Chapter V presents a summary of the study, conclusions, and recommendations for further research.

II. LITERATURE REVIEW

A. HISTORY OF WOMEN IN THE MARINE CORPS

The Marine Corps, established in 1775, remained an entirely male organization until World War I. A study by Kirby and Thie identifies three phases of the integration of women into the U.S. military.¹ The history of the integration of women into the Marine Corps parallels these three phases. The first phase is the period that covers the two World Wars. The second phase began with the passage of the Women's Armed Services Integration Act of 1948. The third phase, described as one of expansion, started during the Vietnam War, in 1972. According to Kirby and Thie, the third phase continues today. The three phases are discussed below.

1. Phase One: World War I and World War II (1918-1947)

During World War I, the dwindling supply of eligible men for the war effort prompted a call for enrolling women into the Marine Corps. On August 8, 1918, approval was given to enroll women into the Marine Corps Reserve.² The eligibility requirements were extremely minimal. The only stipulations in

¹Sheila Natataj Kirby and Harry J. Thie, Enlisted Personnel Management: A Historical Perspective (Santa Monica: National Defense Research Institute, 1996) 83.

²Linda L. Hewitt, Women Marines in World War I (Washington, D.C.: Marine Corps History Division, 1974) 4.

the call-up were that women be 18-40 years of age, and have three letters of recommendation. The enrollment process for women, however, involved a very comprehensive personal interview. The rationale for the interview was to assure the Marine Corps that a candidate could step into the job without training, "so as to not waste time".³ "Reservists (Female),"⁴ as they were called, earned the same pay as men in corresponding ranks and took their places as "secretaries, office clerks, and messengers in the offices of the Adjutant and Inspector, Paymaster and Quartermaster."⁵ The World War I armistice was signed on November 11, 1918, and within a year the need for women virtually disappeared. All female Marines were ordered to inactive status by August 11, 1919, and all were discharged by 1922.

After the release of the Reservists (Female) in 1922, the Marine Corps "became a bastion of maleness until World War II."⁶ When President Roosevelt introduced his plan for a draft to help alleviate the manpower shortage during World War II, the plan "threatened the elite image earned by the selective, hard-fighting, disciplined Marines, and so the Commandant did

³Hewitt 9.

⁴J. Robert Moskin, The U.S. Marine Corps Story, 3rd ed. (Boston: Little Brown and Company, 1992) 810.

⁵Hewitt 40.

⁶Moskin 810.

what he had to do";⁷ he tasked the Corps to enlist women again. The Commandant of the Marine Corps (CMC) recommended that as many women as possible be put in noncombatant jobs so that 20,000 new billets required by the President's plan could be filled.⁸ The first call for women was made in February 1943, but the Marine Corps overestimated the number of women required for the jobs vacated by men heading overseas. There were four reasons for the overestimation, as explained by Stremlow:

1. No one knew how many women were really needed
2. Commanders estimated 1.5 women for every man
3. Commanders underestimated the skills and efficiency of women
4. Commanders requested twice as many women as they thought they needed, expecting one half of what was requested.⁹

Two-and-one-half years after the initial World War II call-up, there were 18,460 women on active duty in the Marine Corps.¹⁰ But, at the end of the war, demobilization procedures were implemented and all female Marines were expected to resign or be discharged by September 1946.¹¹ The CMC, in early 1946, endorsed a plan to keep a small contingent of women in

⁷Mary V. Stremlow, Free a Man to Fight: Women Marines in WWII (Washington, D.C.: History and Museums Division, HQMC, 1994) 1

⁸Stremlow 2.

⁹Stremlow 23.

¹⁰Stremlow 36.

¹¹Stremlow 37.

the reserves and three officers were stationed at Headquarters, United States Marine Corps (HQMC). Six officers remained in the recruiting field and two-hundred additional women's reserves were allowed to stay until June 1947.¹²

2. Phase Two: Integration and the Korean War (1948-1971)

On June 12, 1948, with a vote of 206 to 133, Congress passed the Women's Armed Forces Integration Act (Public Law 625).¹³ Though the law paved the way for the integration of women in the Armed Forces, it also carried some restrictive measures. Women could not exceed 2 percent of total service force strength or hold permanent rank above Lieutenant Colonel.¹⁴ The only exception to this restriction was the Director of Women Marines, who was given the temporary rank of Colonel.¹⁵ With the onset of the Korean conflict, the number of women in the Marine Corps increased. The cap of two percent designated by Public Law 625 was not a factor for the Marine Corps. The percentage of women averaged approximately one percent.¹⁶

During the Korean War, women were drafted for the

¹²Stremlow 39.

¹³Jeanne Holm, Women in the Military: An Unfinished Revolution 2nd ed. (Novato: Presidio Press, 1992) 113.

¹⁴Holm 120.

¹⁵Stremlow 18.

¹⁶Moskin 812.

military, which was a first for the country.¹⁷ At the same time, women joined the Marine Corps in increasing numbers. Some of the jobs filled by women reached beyond clerical work to instrument repair and communications, among others.¹⁸ During this period, the total number of women on active duty in the Marine Corps was 2,787.¹⁹

A study conducted in 1951 found that 6,500 women could have been employed by the Marine Corps. Alleviating the manpower shortage during the Korean War was limited, not by the "male monopoly," but by the availability of trained women. The 1951 study found that 95 percent of female Marines worked in just six occupational specialties, although there were 27 specialties available.²⁰

Legal restrictions prohibited women from serving on naval vessels. In 1967, Public Law 90-130 changed the promotion policies for women officers by giving them equal opportunity for advancement with their male counterparts. It also repealed the legal restrictions placed on the number of women in the Armed Forces. Women were also allowed permanent promotions to the rank of Colonel, but were not allowed to hold general

¹⁷Moskin 811.

¹⁸StremLOW 45.

¹⁹Moskin 811.

²⁰Moskin 812.

officer or flag rank. Promotion policies for enlisted women were never as contentious as with officers. Enlisted women did not seem to run into the same discrimination as did female officers.²¹

3. Phase Three: The Vietnam Era and Beyond (1972-1989)

In 1972, Secretary of Defense Melvin Laird directed all services to detail affirmative action and equal opportunity plans for minorities and women.²² The Marine Corps put together an ad hoc committee to develop a plan of action and milestones to comply with Laird's directive. This ad hoc group, called the Snell Committee, established the goal to "increase the effectiveness and utilization for all women Marines to fully utilize their abilities in support of Marine Corps objectives."²³ The committee was concerned with discrimination of women, their assignment policies, and the promotion policies that hindered their advancement. The most notable outcome of the Snell Committee was a challenge to the regulations barring women from occupational specialties and schools based solely on gender. Several occupations, such as military police, aircraft maintenance, and logistics, were identified as possible fields for women that could be opened

²¹Mary V. StremLOW, A History of the Women Marines: 1946-1977 (Washington, D.C.: History and Museums Division, HQMC, 1986) 148.

²²StremLOW 89.

²³StremLOW 89.

immediately. Other fields were identified for study as to their appropriateness for women.²⁴

The recommendations of the Snell Committee were approved by the CMC in November, 1973; and, on July 15, 1975, all military occupational specialties in the Marine Corps were opened to women except for those that were exempted by law (i.e., infantry, artillery, armor, and flight crew).²⁵ Another recommendation by the Snell Committee, a pilot program to integrate women into the Fleet Marine Force (FMF), was also accepted by the CMC. During 1974, several women were assigned to noncombatant jobs in rear-echelon billets of the FMF. Although there were isolated incidents of uncooperative commanding officers, generally, the pilot program was deemed successful. In 1977, the position of Director of Women Marines was eliminated.²⁶

By the Vietnam War, the number of women in the Marine Corps had increased to 2,700, and these women were assigned to various nontraditional jobs. Though legislation opened all noncombat jobs in theory, in practice, discrimination and bias often prevented female Marines from filling jobs that were

²⁴Stremlow 89.

²⁵Stremlow 91.

²⁶Moskin 815.

traditionally held by men.²⁷

In 1975, the total number of women serving in the Marine Corps was 3,186. Between 1975 and 1986, the total number of women reached 9,889 (4.9 percent of the entire Marine Corps). The number of women officers increased from 643 in 1986 to 685 in 1991, but dropped again to 649 in 1992 and fluctuated between 643 in 1993 to 750 in 1996. The number of enlisted women in the Marine Corps has continually declined from a high of 9,246 in 1986 (4.6 percent of the total strength of the force) to 7,814 in 1996 (4.4 percent of total Marine Corps strength).²⁸

4. Phase Three Continues: Women in the Marine Corps Today (1990-Present)

In 1991, more than 2,276 women in the Marine Corps participated in Operations Desert Shield/Desert Storm in Southwest Asia.²⁹ Nevertheless, a 1993 Presidential Commission opposed the assignment of women to direct combat positions but recommended that women be allowed to serve in more combat support roles in all the services. This recommendation resulted in the removal of many restrictions on the assignment

²⁷N. R. Rowan, Women in the Marines: The Boot Camp Challenge (Minneapolis: Lerner Publications Company, 1994) 63.

²⁸U.S. Department of Defense, Directorate for Information Operations and Reports, Selected Manpower Statistics (Washington: Government Printing Office, 1997) 95.

²⁹Moskin 815.

of women to warships and combat aircraft.³⁰

The Marine Corps has since opened positions in aviation that were previously closed to women. The Marine Corps also initiated a study of other previously closed positions, such as air defense and field artillery, that had a relatively low probability of combat engagement.³¹ Before 1993, the Marine Corps had 33 percent of its positions open to women. After 1993, when Congress intervened to remove the restrictions on the service of women, 62 percent of Marine Corps positions were open to women.³²

In July 1993, the first female Marine was assigned to flight training.³³ October 1994 marked the expansion of assignment of women to all Marine Corps billets except those whose primary mission was to engage in direct combat. By 1998, female Marines could be found deploying with the previously all-male Marine Expeditionary Units to the Mediterranean.³⁴

³⁰Margaret C. Harrell and Laura L. Miller, New Opportunities for Military Women: Effects Upon Readiness, Cohesion, and Morale (Santa Monica: National Defense Research Institute, 1997) 2.

³¹Rowan 69.

³²Harrell 27.

³³Kenneth W. Stoeckle, "First Female Pilot Bound to Pensacola," Marines, Sept. 1993, 6.

³⁴"Women aboard on the next 6-month pump," Navy Times, 9 February 1998: 9.

B. HISTORY OF BOOT CAMP FOR FEMALE MARINES

The first boot camp experience for enlisted women in the Marine Corps was conducted at Hunter College in New York City. As Stremlow describes it, drill was taught by "reluctant male Drill Instructors" who were transferred from Parris Island to New York City. A move to Camp Lejeune, North Carolina during the summer of 1943 increased the space available to train the women and also enhanced "esprit de corps."³⁵ Camp Lejeune was austere compared with the facilities of Hunter College. The noncommissioned officers (NCOs) who served as drill instructors (DIs) preferred to use the shouting techniques that were employed in the training of male Marines at Parris Island boot camp. This is, perhaps, the beginning of "real" boot camp for female Marines. During World War II, female Marines endured the resentment of male DIs, who may have felt left out of the war effort. These DIs were, after all, training women, not landing on the beaches. Harsh epithets, disdain, and harassment were customary for the women training at Camp Lejeune.³⁶ In mid-1944, the open hostility between DIs and female recruits gave way to an informal truce, and women began to feel they had a chance to prove themselves.³⁷

³⁵Stremlow WWII 10.

³⁶Stremlow WWII 11.

³⁷Stremlow WWII 12.

1. 1949-1975

Along with the passage of Public Law 625 in 1948, recruit training for enlisted women moved to Marine Corps Recruit Depot (MCRD), Parris Island, South Carolina. The first platoon of female recruits began training at Parris Island on February 23, 1949.³⁸ The summer of 1949 also saw the recruitment of the first black women into the Marine Corps. Ironically, while the male platoons were still segregated by race, Platoon 7 of the 3rd Recruit Training Battalion became one of the first racially-integrated units in the Marine Corps.³⁹

In 1949, the objectives of boot camp for female recruits were stated as follows:

1. To give basic Marine Corps indoctrination to women who have no previous experience
2. To give the women information on the part the Marine Corps played in our national history and its place in the current Military Establishment
3. To classify each individual to fill an available billet according to her abilities
4. To develop in each individual a sense of responsibility, an understanding of the importance of teamwork, and a desire for self-improvement and advancement in the Marine Corps.⁴⁰

Once again, the drill instructors who trained the women received adverse pressure from their fellow drill instructors.

³⁸Moskin 811.

³⁹Moskin 811.

⁴⁰Stremlow 1946-1977 29.

They often walked as if alone, rather than alongside their platoon of female recruits, to avoid the harassment from other DIs. Though women were mobilized for the Korean War, Marine Corps recruiting had been disappointing, and the 3rd Recruit Training Battalion was closed for the summer of 1950.⁴¹

Originally, boot camp lasted six weeks long, consisting primarily of administrative procedures and basic military subjects. Because recruits were at least 20 years old and typically had some business experience, training requirements to fill anticipated positions were minimal. In 1952, boot camp was lengthened to eight weeks to enable the addition of "group living, character guidance, career guidance and typing."⁴² Between 1958 and 1977, three major changes were made to boot camp for enlisted women.⁴³ First, in 1958, a General Office Procedures Course was introduced. Female recruits attended six weeks of basic military training and four weeks of courses in administration. This transfer from recruit (basic military training) to student (administration) was a paperwork burden, and it also shortened the screening and observation time of the new recruit. In 1961, the ten-week, dual-training program

⁴¹Moskin 811.

⁴²StremLOW 1946-1977 109.

⁴³StremLOW 1946-1977 111.

was shortened to nine weeks, and the women remained in recruit status for the entire period.⁴⁴

The second major program change was in 1967, with the introduction of the Image Development Course, which was essentially a grooming course for women.⁴⁵ As Stremlow states, there were three premises associated with the decision to include the course:

1. The improvement of the woman Marine image would enhance the prestige of the WM program in the eyes of the public and within the Marine Corps
2. Emphasis on the feminine aspects of a service woman's life would counteract the unappealing impression of military service and therefore improve recruitment
3. Heightened self-confidence and poise would reflect advantageously on the duty performance of the woman Marine.⁴⁶

Initially, twenty women Marines were trained at the Pan American World Airways International Stewardess College until grooming facilities were installed at Parris Island in 1970. However unusual this training may seem by current standards, the recruits were said to enjoy this segment of boot camp, if only because the atmosphere was more relaxed.⁴⁷

The third major change took place a year later, in 1968. The change involved the forming period, or the initial

⁴⁴Stremlow 1946-1977 111.

⁴⁵Stremlow 1946-1977 111.

⁴⁶Stremlow 1946-1977 111.

⁴⁷Stremlow 1946-1977 112.

processing of recruits when they arrived at MCRD. On the first scheduled training day, the DIs met with their platoon for the first time rather than when the recruits disembarked from the bus at Parris Island.

2. 1976-1984

The primary mission of boot camp, as stated in 1976, was "to produce a basic Marine who is able to function effectively in garrison and instinctively practice those traits that distinguish her as a Marine."⁴⁸ The specific objectives were to instill self-discipline and esprit de corps in the women and to teach them military bearing, military skills and physical fitness.⁴⁹ The DIs were not officially called such until they started attending Drill Instructor school; their previous titles were either platoon sergeant or platoon leader. Because of the scarcity of female drill instructors, they would often serve two, if not three, tours of duty in the position.⁵⁰ A debate ensued for several years as to whether women should attend drill instructor school. Five women were enrolled in 1955, but "Headquarters was evidently uneasy about a loss of femininity and the WM [Women Marine] image and put

⁴⁸Stremlow 1946-1977 109.

⁴⁹Stremlow 1946-1977 109.

⁵⁰Stremlow 1946-1977 117.

an end to the idea."⁵¹ In 1977, a training facility complex was completed on Parris Island, built specifically to train female recruits. The "WM complex," as it was known, was completely self-contained and included a dining facility, fully equipped gymnasium, classrooms, clothing issue area, sickbay and Laundromat. The structure was square, with a central courtyard in front of the battalion headquarters.⁵²

3. 1985-1994

In 1985, recruit training for female Marines was changed to incorporate rifle qualification, mine and grenade training, and defensive fighting maneuvers. When these changes were made, training for women was lengthened from eight to ten weeks.⁵³ By 1990, boot camp was divided into three phases and was 12 weeks long for female recruits. Phase I consisted of orientation, military drill, and physical training. Phase II included weapons instruction at the rifle range, and Phase III covered Basic Warrior Training (combat training).⁵⁴

Phase I lasted four weeks and included physical conditioning and daily lectures on subjects such as sexual

⁵¹Stremlow 1946-1977 118.

⁵²Stremlow 1946-1977 124.

⁵³Christine L. Williams, Gender Differences at Work: Women and Men in Nontraditional Occupations (Berkeley: University of California Press, 1989) 61.

⁵⁴Rowan 19.

harassment prevention, history, customs, and military tactics. The grooming course continued, as female recruits were taught the correct military application of cosmetics. Phase II began with a move to Weapons Battalion where the recruits would spend two weeks qualifying on the M16A2 rifle and learning about various other weapons systems. Between Phase II and Phase III, female recruits received a "break" and spent a week on "mess and maintenance" duty that entailed mess hall duty, shining brass, mowing lawns, and repainting training equipment.⁵⁵

Phase III, Basic Warrior Training, was conducted at Parris Island for female recruits, and Camp Lejeune for male recruits. This phase included 15 days of training with respect to grenades, gas masks, chemical and biological warfare, and small unit tactics. Basic self-defense techniques were taught to the women as well as rape prevention. The last two weeks of Phase III were filled with final evaluations and inspections. The twelve-week program for female recruits ended with the Emblem Ceremony, where the recruits were officially called "Marines."⁵⁶

⁵⁵Rowan 26.

⁵⁶Rowan 43.

4. 1995

In 1995, the Commandant of the Marine Corps, General Charles C. Krulak, published the "Commandant's Planning Guide" (CPG). One point within the CPG was an emphasis on the enhancement of the process of making "Marines" in boot camp.⁵⁷ General Kulak's "transformation" of young civilians into Marines is a four-phase program that begins at recruitment and ends when a Marine leaves the Marine Corps. The phases are: recruiting, recruit training, cohesion, and sustainment. According to General Krulak, part of the transformation

will be accomplished by improving the way we bond Marines into cohesive units, units where Marines can draw strength from each other and where the visible exhibition of Honor, Courage, and Commitment is the means to gain acceptance and respect.⁵⁸

General Krulak called the transformation a "comprehensive effort, beginning the moment a young man or woman first meets a recruiter."⁵⁹ The changes instituted at the MCRDs at Parris Island and San Diego CA affect all recruits, regardless of gender. The recruits are instructed under the same Program of Instruction, which is identical for men and women, with minor

⁵⁷Charles C. Krulak, "Making Marines," Leatherneck, Oct. 1996: 14.

⁵⁸Charles C. Krulak, "Transformation and Cohesion," Marine Corps Gazette, Nov. 1996: 22.

⁵⁹Krulak Leatherneck 15.

scheduling differences. Finally, "for the first time, female enlisted entry level training...now mirrors male training."⁶⁰

a. Recruitment

Marine Corps recruiters are integral to the first part of the transformation process because they are the first point of contact for civilians who are interested in joining the Marine Corps. General Krulak emphasizes what the Marine Corps is looking for in the youth it recruits:

Those of solid character, with good moral standards and family values intact, we will embrace, validate and reinforce. Those who come to us with undamaged character, but as one of our society's many "empty vessels," we will fill with the ideals and values they so desperately need and seek. We will carefully assess those who have stumbled along the way and who come to us with slightly damaged character, exhibiting minor legal and moral problems. We will evaluate these individuals based on the whole person and decide on acceptance or rejection through an analysis of risk versus potential. Many will be turned away. And, finally, those who come to us with a clear disregard for the law or who are clearly morally bankrupt will be rejected and not considered for a place in our Corps.⁶¹

In the Delayed Entry Program, or DEP, a pre-conditioning program includes training in basic military subjects, physical training, and an introduction to the history and traditions of the Marine Corps. The goal is to begin to inculcate a standard

⁶⁰E. C. Tausch, "The Forge, The Fire, the Crucible," Marines, Jan. 1997: 18.

⁶¹Krulak Gazette 22.

set of values and ideals in recruits prior to boot camp.⁶² As General Krulak states, "The recruiter will introduce them to the concept of total fitness--body, mind, and spirit."⁶³

b. Recruit Training

The process of transformation continues throughout recruit training. General Krulak's vision of boot camp is to prepare all Marines, regardless of gender, for the "linear, chaotic battlefields" of the future.⁶⁴ A female drill instructor at Parris Island brings the "enhanced training" into focus for her female recruits. She says training means a lot to her recruits:

It means surviving in everyday life and building confidence in their abilities to deal with life's adversities.⁶⁵

The "defining moment" at boot camp is the Crucible, which, "not only challenge[s] recruits physically and mentally, but which also demand[s] teamwork for success."⁶⁶ The Crucible is a 54-hour field event built around warrior stations and six major field exercises. It encompasses 40

⁶²United States Marine Corps, Concepts and Issues, (Washington D.C.: Program and Resources Department, HQMC, 1997) 52.

⁶³Krulak Gazette 22.

⁶⁴Krulak Gazette 22.

⁶⁵Tausch 19.

⁶⁶Krulak Leatherneck 15.

miles of movement, totally on foot.⁶⁷ The events include a combat resupply event, a casualty evacuation drill, and combat field firing. The pugil-stick event is also included and is designed to "reinforce teamwork in close combat."⁶⁸ As stated in Marines magazine:

Although grueling, the Crucible is designed to build teamwork, esprit de corps, and motivation. It's designed to meld recruits, not break them. But more than anything, the Crucible and the rest of boot camp are designed to create Marines of greater judgement and character who can deal with the rigors of battle, humanitarian assistance, and peacekeeping operations.⁶⁹

The events are designed to "emphasize teamwork, self-confidence, and core values."⁷⁰ The warrior stations depict the actions of Marine heroes, whose actions are the basis of the core values that the Marine Corps would like recruits to take with them.⁷¹

During the Crucible, the DIs also undergo a "transformation," and shift roles to emphasize the focus on teamwork. As General Krulak points out,

Rather than emphasizing leadership, the Crucible will focus on teamwork and followership, with the

⁶⁷Tausch 16.

⁶⁸Krulak Gazette 22.

⁶⁹Tausch 16.

⁷⁰Tausch 17.

⁷¹Tausch 17.

drill instructor having the pivotal role as leader, mentor, and role model.⁷²

Once each event is completed, the DI assesses the efforts of the recruits, mentors the recruits, and conveys the story for which the event is named, highlighting the core values that are embodied by the actions of the hero and the event. The final forced march and the morning colors ceremony are the culmination of the Crucible. During the ceremony, the recruits receive their eagle, globe, and anchor collar device, and are now called "Marines."

c. Cohesion

The third phase of the "Transformation Process" centers around the concept of cohesion. The CMC believes that unit cohesion begins at boot camp, and is strengthened at Marine Combat Training (MCT). Cohesion is defined as:

The intense bonding of Marines, strengthened over time, resulting in absolute trust, subordination of self, and an intuitive understanding of the collective actions of the unit and the importance of teamwork.⁷³

This definition is congruent with that cited in Henderson's

Cohesion: The Human Element in Combat:

The bonding together of members of an organization/unit in such a way as to sustain their will and commitment to each other, their unit, and the mission.⁷⁴

⁷²Krulak Gazette 22.

⁷³Krulak Gazette 23.

⁷⁴Wm. Darryl Henderson, Cohesion: The Human Element in Combat

Henderson indicates that building a cohesive unit requires a powerful re-socialization process.⁷⁵ Lieutenant General Paul K. Van Riper USMC (Ret.) agrees: "Recruit training is more accurately a socialization process."⁷⁶ Henderson continues:

Ideally both [cohesion and re-socialization] occur simultaneously, and the learned skills are seen as essential for meeting the expectations of fellow soldiers⁷⁷

Francis and Young's Improving Work Groups: A Practical Manual for Team Building identifies specific characteristics of effective team-building: output, objectives, energy, structure, and atmosphere.⁷⁸ These elements are evident in the team-building accomplished throughout boot camp, and culminate in the final Crucible event. Francis and Young also list several benefits of successful team-building: management of complexity, rapid response, high motivation, high quality decisions, and collective strength.⁷⁹ These attributes are

(Washington D.C.: National Defense University Press, 1985) 4.

⁷⁵Henderson 18.

⁷⁶Paul K. Van Riper, "Gender Integrated/Segregated Training," Marine Corps Gazette, Nov. 1997: 64.

⁷⁷Henderson 18.

⁷⁸Dave Francis and Don Young, Improving Work Groups: A Practical Manual for Team Building (San Diego: University Associates, 1979) 7.

⁷⁹Francis 18.

highly desired by the Marine Corps throughout all of its units, including fire teams, squads, and platoons. Cohesiveness within small units, based on strong team-building, is the primary outcome the Marine Corps has sought since the inception of the revised boot camp.

d. Sustainment

Sustainment is the fourth and longest phase of the transformation process. As General Krulak states, "sustainment will be continuous and will span all we do as Marines throughout our service."⁸⁰ The Marine Corps feels the sustainment of the esprit de corps and motivation established at boot camp and MOS schools will minimize first-term attrition of young Marines.⁸¹ The importance of sustainment is emphasized by General Krulak in Leatherneck magazine:

Leaders in the operating forces and supporting establishment will accomplish tasks in ways that support and reinforce our core values as well as team building. Training in our ethos is a shared responsibility for all Marines, and lasts until the day a Marine hangs up the uniform for the last time...and longer.⁸²

C. GENDER CLIMATE

The Marine Corps has always been a predominantly-male organization. As of 1998, approximately 5 percent of its

⁸⁰Krulak Gazette 23.

⁸¹Tausch 21.

⁸²Krulak Leatherneck 15.

members are female. A high "teeth-to-tail" ratio is defined as "the number of actual combat fighters to the number of troops required for administrative and technical support."⁸³ This ratio and the combat exclusion laws provide the Marine Corps with the rationale for limiting the percentage of women to 5 percent over the last twenty years. The climate of the organization toward women in the ranks has fluctuated over the years.

In 1989, Christine Williams found that it was:

Not unusual for military women to feel they've been "thrown to the wolves" because their experience in basic training has not prepared them for a work environment in which they may be the only females.⁸⁴

Williams also noted that men and women knew little of each other's training regimen. Segregation of men from women in basic training was said to cause problems for men who were in leadership positions over women, but were unsure of how to evaluate or discipline the women in their units.⁸⁵ The issue of "special treatment" became a "double bind" for women.⁸⁶ As Williams describes it, female Marines want "to view men's special treatment as courtesy or respect even though others may interpret the behavior as signs of weakness or

⁸³Williams 45.

⁸⁴Williams 60.

⁸⁵Williams 67.

⁸⁶Williams 81.

inadequacy." When Williams asked female Marines whether they favored gender-segregated or gender-integrated boot camp, their answers reflected one of two sentiments. If the Marines favored gender-integration of boot camp, they felt women would be forced to prove themselves superior to men in a competitive environment. If gender-segregated boot camp was favored, the Marines felt they risked ridicule and criticism in a position of direct competition with men in the Fleet. If they performed worse than men, they would be subject to scorn; conversely, if they outperformed men, they would be resented by the men.⁸⁷ As Brigadier General Gail M. Reals remarked when she retired in 1990:

Many times we're more loyal to the organization than the organization is loyal to us. There is still a very basic issue of acceptance. We talk about sexual harassment, we talk about all these things, but to me they're all symptoms. To me the illness is basic acceptance.⁸⁸

During Operations Desert Shield/Desert Storm in 1990-1991, female Marines were praised widely for their service. For example, as the Commandant, General Al Gray, stated: "Our women have performed superbly."⁸⁹ But, when the House of Representatives voted to repeal the restrictions on women flying aircraft in combat, General Gray insisted that women

⁸⁷Williams 83.

⁸⁸Moskin 815.

⁸⁹Moskin 816.

could not serve as pilots in the Marine Corps "because the Corps did not have non-combat aircraft."⁹⁰

Lieutenant General Bernard E. Trainor, USMC (Ret.) perceives gender-integration as a "work in progress," and feels the "conservative culture of the military still has trouble adjusting."⁹¹ Trainor states:

There is still a great deal of male prejudice against uniformed women in their liberated role. Much is irrational and petty. Some is imbedded powerfully in the ethos of the male warrior with its band-of-brothers tradition. Expanding the band to accept sisters takes time and adjustment. In some instances it will never be accepted.⁹²

The issue of gender-segregated boot camp became particularly contentious in 1997. Indeed, proponents of gender-segregated basic training became especially vocal after accounts of sexual harassment at the Army's Aberdeen training facility first surfaced in the news media. As one such proponent argued, gender-segregated training would "allow instructors to concentrate on the quality and efficiency of training programs for both men and women."⁹³

⁹⁰Moskin 817.

⁹¹Bernard E. Trainor, "Women in the Military," Marine Corps Gazette, Nov. 1997: 60.

⁹²Trainor 60.

⁹³Elaine Donnelly, "Ready or Not: Gender Meshing and the Disintegration of Good Order," Strategic Review, Fall 1997: 65.

Lieutenant General Paul K. Van Riper, USMC (Ret.), on the other hand, endorses the "progressive integration" of women into the Marine Corps. The first phase of progressive integration is basic training, which is actually gender-segregated. The second phase is MCT, which is considered partially integrated. The new Marines are instructed by male and female officers and noncommissioned officers. The new Marines see a gender-integrated chain of command and professional behavior between men and women in leadership positions.⁹⁴

The third phase of progressive integration is the MOS schools, where the Marines are considered fully integrated. Marines attend MOS schools that are combined or collocated with those of other services 63 percent of the time.⁹⁵ As General Van Riper states, "The key to building effective, cohesive, gender-integrated operational units is in creating a training environment that builds progressively to that end."⁹⁶

Defense Secretary William Cohen formed the Federal Advisory Committee on Gender-Integrated Training and Related Issues with former Senator Nancy Kassebaum-Baker as its

⁹⁴Van Riper 65.

⁹⁵Van Riper 65.

⁹⁶Van Riper 65.

chairman. The Committee was tasked with assessing the training programs of all four services to determine how best to train the gender-integrated all-volunteer force to be disciplined, effective and ready.⁹⁷ The Committee released its report to the Secretary of Defense on December 16, 1997. The report supports gender-segregated barracks for entry-level recruits and the formation of same-gender platoons, divisions, and flights; but, it supports gender-integrated training above these levels.⁹⁸

The Committee noticed:

Impressive levels of confidence, team-building and esprit de corps in the all-female training platoons at the Marine Corps Parris Island base. Female recruits in the other services were more divided as to whether their basic training was producing these outcomes.⁹⁹

The Committee also noted:

Most recruits come into the service from integrated environments in school and at work, and the committee believes that separating recruits at the operational training level in basic training will not adversely affect the recruits' ability to work together. In fact, separating the recruits at the operational training unit level should provide a better environment for teaching military values, including professional relations.¹⁰⁰

⁹⁷Federal Advisory Committee, "Gender-Integrated Training and Related Issues." 1997.
<http://www.defenselink.mil/pubs/git/report.html> (1998).

⁹⁸Federal Advisory Committee.

⁹⁹Federal Advisory Committee.

¹⁰⁰Federal Advisory Committee.

Bolstering Williams' 1989 findings regarding the lack of knowledge men and women have about each other's training, the Committee also found that "training must be such that single-sex operational units witness one another accomplishing their training objectives."¹⁰¹

On January 9, 1998, the Defense Advisory Committee on Women in the Services (DACOWITS) reported to the Secretary of Defense on its visits to military training installations. The visits were to gender-integrated training installations in 1997. The "core-values training," reinforced at Marine Corps boot camp, was considered praiseworthy by DACOWITS. Some trainers and trainees felt that an emphasis on core values training was lacking at MCT. There was also a perception that the Marines trained at MCRD, San Diego and subsequent MCT at Camp Pendleton, CA were less tolerant, and exhibited more prejudicial behavior toward women than did the Marines going through boot camp at Parris Island.¹⁰² The male and female Marines interviewed by the DACOWITS members similarly viewed gender-segregated basic training as positive. Many felt that greater integration could be provided at MCT, which would

¹⁰¹Federal Advisory Committee.

¹⁰²Defense Advisory Committee on Women in the Services (DACOWITS), "DACOWITS Training Installations Visits", 9 Jan. 1998: 6.

better enable the new Marines to enter the gender-integrated Marine Corps.¹⁰³

The Marine Corps historically used its female Marines as a replacement for male Marines during wartime. This role changed during Operations Desert Shield/Desert Storm. Opening new MOSs to female Marines has also changed the positions female Marines fill in the Marine Corps. The changes introduced to boot camp in 1996, and the introduction of the "Transformation Process" to the Marine Corps may enhance the socialization of the youth who desire to be Marines and are accepted by the Marine Corps. The phased approach to the integration of women may also enhance the socialization of female civilians, in a way that may be beneficial to both the individuals and the Marine Corps.

¹⁰³DACOWITS 7.

III. DATA AND METHODS

A. DATA COLLECTION

This thesis uses information obtained through personal interviews to explore the perceptions and experiences of female Marine Corps personnel concerning recent changes in Marine Corps boot camp. The perceptions and experiences also shed light on the policies and practices of Marine Corps gender-segregated boot camp. The thesis evaluates the attitudes and perceptions of mid-level, female Marine Corps officers regarding Marine Corps policies of gender-segregation during boot camp. The total sample interviewed consisted of 43 female Marines, including 34 enlisted personnel and 9 officers. The sample was segmented into the following five groups: recruits currently in boot camp; current and former drill instructors stationed at Parris Island, South Carolina; staff officers with the 4th Recruit Training Battalion at Parris Island, South Carolina; enlisted Marines within two years from boot camp; and company grade officers. The pay grade of the sample extended from E-1 (basic recruit) to O-3 (Captain). The sample of drill instructors (4) and staff officers (3) at Parris Island had a range of skills and held a variety of positions within the Recruit Training Regiment. The company grade officers (6) were interviewed at the Naval Postgraduate School (NPS) and the Defense Language Institute

(DLI). They also had a variety of MOSs and experiences from their time in the Marine Corps. Table 1 describes the divisions of the groups interviewed.

Table 1. Description of Sample Groups

Group	Description	Grade	Number
1	Recruits	E-1	15
2	Drill Instructors	E-6/E-7	4
3	Staff Officers	O-3	3
4	Enlisted Marines	E-2 to E-4	15
5	Company Grade Officers	O-3	6

The interviews were recorded on audio cassette. Notes were also taken during each interview. The tapes were reviewed for accuracy and content, and relevant excerpts were transcribed. The interviews were conducted in Beaufort, South Carolina and Monterey, California. The enlisted respondents were stationed at Marine Aviation Logistics Squadron 31, Marine Aircraft Group 31, Marine Corps Air Station (MCAS) Beaufort, South Carolina and the Defense Language Institute, Monterey, California. The recruits were attached to the Recruit Training Regiment (RTR), Marine Corps Recruit Depot (MCRD), Parris Island, South Carolina. The officer respondents were attached to RTR or NPS. The interviews were conducted over the period 9-11 December 1997 in Beaufort and 12-23 January 1998 in Monterey.

Before each interview, the researcher provided a brief protocol for each respondent to read regarding the topic of the interview and the individual's right to privacy; permission was then obtained to tape the interview. When possible, the interviews were conducted in a private room. It was nearly impossible to get the recruits in training to relax; but the researcher attempted to establish a comfortable relationship that would set the respondents at ease. Although all of the respondents were junior in rank to the researcher, the relationship established during the sessions was considered conducive to honest responses. The interview questions were open-ended and allowed the respondents to discuss tangential subjects if they desired. The questions asked of each group are shown in the Appendix. At times, increasingly probing questions were required during an interview to clarify a point made by the respondent.

The sample included women only. It was felt that including men would have been beyond the scope of the current study. It should also be noted that the enlisted female Marines in the sample were representative of only three MOSs. The three MOSs have been open to women for fifteen years; and the perceptions and experiences of Marines assigned to these MOSs may be altogether different from the experiences of female Marines who are in MOSs that were opened to women during the past five years. For example, there may be greater

acceptance of female Marines, by their peers, in the MOSSs of the interviewed women than in those opened more recently to women.

B. DATA ANALYSIS AND THEME DEVELOPMENT

The data were analyzed to identify the perceptions and experiences of female Marines regarding gender-segregated boot camp. Themes were developed within each group and analyzed again to identify any underlying thoughts or opinions held by the groups. These themes are presented in Chapter IV along with supporting excerpts.

IV. RESULTS

A. OVERVIEW

This chapter summarizes eleven main themes about Marine Corps boot camp relating primarily to changes made since October 1996. The purpose of this study was to evaluate Marine Corps boot camp training in terms of effective socialization of women into the Marine Corps. As previously noted, the method of evaluating Marine Corps boot camp changes was through 43 semi-structured interviews of female Marines, including officers and enlisted, and recruits before and after the changes. The themes represent the perceptions and experiences of the female Marine Corps personnel interviewed, particularly in terms of how recent changes affect unit cohesion and teamwork.

Justifications for the themes are reinforced by quotations drawn from the interviews. The numbers in parentheses (e.g., #7) identify the interviewee and the corresponding data sheet and transcript of the interview. No names are provided to maintain individual anonymity.

B. THEME I: THE CHANGES INSTITUTED BETWEEN OCTOBER 1996 AND DECEMBER 1996 ARE CONSIDERED GENERALLY BENEFICIAL TO THE INDIVIDUAL RECRUITS AND THE MARINE CORPS.

The remarkably consistent theme that emerged throughout many of the interviews was the following: recent boot camp

changes ensuring phased, mixed-gender integration are beneficial to individual female recruits, and beneficial to the Marine Corps overall. This consistent theme extended throughout the five groups interviewed, and included changes in how recruits are socialized as Marines, physical training changes, and the introduction of the Crucible as a team-building process.

A Captain (#5) stated:

The changes are good. The Crucible, even though we put too much emphasis on it, should be considered an evolution and not the test of all tests. It's tough on them, its tough on me and I'm not even going through all the events that they are. It definitely tests them. Their true personality comes out at the Crucible. Recruits that may have been infallible prior to going out to the Crucible are now fallible, and the other recruits see that. They see that everyone is equal and they all have their own strengths. It gives the women more arguing grounds that they're just as good as the men. The men can't degrade women and say "you didn't do what we do" It helps their own confidence as well as their own self-esteem and the respect they receive from others.

Another Captain (#7), also a staff officer, agreed:

The changes are good. We've seen a reduction in the amount of hazing stress the recruits are experiencing that's not productive in their training. We see a lot more time spent educating them on the process. The recruits are better off than in 1996. They leave here with a love of the Corps that they haven't had in the past. We talk about the tangible human qualities that make up a Marine.

Another Captain (#8), a former staff officer, stated:

For the women it is especially good, because now they are doing the same thing as the men--same length boot camp, Marine Combat Training [MCT] was moved up to Camp Lejeune, so they are doing that with the men rather than trying to do a mini-MCT at Parris Island. I think it's good that the men and women that shipped to boot camp together are graduating together. Before the changes, the female recruits graduated a week after the male recruits that they had actually shipped with.

A Gunnery Sergeant (#2), and a drill instructor, pointed out that, "in boot camp five years ago, it was the drill instructor against the recruit; you had to get through the drill instructor to become a Marine." The drill instructor interviewed had two disconnected tours at Parris Island. She said the changes instituted in the interim between her tours were extremely beneficial to the recruits.

A Lance Corporal (#19), who did not go through the new boot camp, said the changes "prepare men to work with females; they learn to help as a Marine, not as a female" (at the partially integrated MCT).

A drill instructor (#1) stated:

They [women] seem to be more self-assured, especially once they've overcome the Crucible. They have more confidence in themselves. They see themselves more as a Marine. It's like seeing your kid graduate from high school and getting ready to go to college. You know you've done all that you can to prepare them. They seem prepared. You just hope that everything you've given them they take along with them.

C. THEME II: UNIT COHESION AND TEAM-BUILDING HAVE BEEN ENHANCED BY THE CHANGES IN BOOT CAMP SINCE OCTOBER 1996.

The changes to boot camp enhance unit cohesion and team-building based on interviews of staff officers, drill instructors, and Marines who completed the new boot camp. Overall, the staff officers observed daily improvement in team-building and cohesion, particularly during the Crucible.

A former staff officer (#8) within the 4th Recruit Training Battalion:

The process is better for certain MOSs than for others; males can be grouped and sent on, they have already built that teamwork throughout boot camp, and they know each other and they feel like "family." That's what we're trying to promote is the Marine Corps "family."

Two Captains (#5 and #7) at recruit training agreed:

Most of the tasks they [women] are assigned out there [on the Crucible] they cannot accomplish individually. They realize by the end of the first day they can't do it successfully on their own and they have to work as a team. They learn to depend on one another.

And from interviewee (#7):

The transformation process builds progressively during the first ten weeks that the Marine Corps emphasizes the team concept. They eat and sleep and train together as a team and what the Crucible does is bring that all together. It explains to them why they've been doing what they've been doing for the first ten weeks.

The drill instructors agreed. All four drill instructors interviewed said the ten weeks of boot camp prior to the Crucible was a progressive build-up of team-work and unit cohesion.

A Gunnery Sergeant (#1), and a drill instructor, describes how the team concept is passed from a drill instructor to the recruit as a team leader:

During the Crucible, they do everything as a team. Event 13 of the Crucible is an event where a recruit is responsible for keeping her team together, giving them the command to drink water. She is responsible for identifying anybody who might need help. They have to work together. The recruits who have been quiet in the past seem to come out more. Where there might be a time when the team is falling apart, a recruit will be the one to bring the team together. Teamwork is enhanced. You see it start early in recruit training, but it is demonstrated during the Crucible.

**D.THEME III: MARINES ARE GENERALLY UNAWARE OF THE
COMMANDANT'S "TRANSFORMATION PROCESS."**

The "Transformation Process" explains the policy of the senior leadership in terms of recruiting, recruit training, building unit cohesion, and sustaining core values. In general, recruits were not expected to be aware of the "Transformation Process," and were not questioned on the subject. Marine Corps officers, on the other hand, would be expected to be aware of the "Transformation Process." The Marine Corps officers interviewed at DLI and NPS were also generally unaware of the "Transformation Process," even though

they read professional literature. The officers interviewed would have been expected to be better informed than average Marines in the Fleet Marine Force. The officers' vague knowledge may be indicative that knowledge of the "Transformation Process" is not pervasive throughout the Fleet Marine Force.

An incident at an MOS-producing school highlights the potential lack of knowledge of the process, especially pertaining to unit cohesion and sustainment. One of the Marines interviewed, a Lance Corporal (#21), was told of an attitude perpetuated by a Marine Corps Staff Sergeant to a peer in the Army. This type of remark is in direct conflict with the Commandant of the Marine Corps' intent of building cohesion at the MOS schools and sustaining core values throughout a Marine's career:

Just the other day I heard of a Marine Staff Sergeant saying in class to someone in the Army: "You know what WM stands for? Waste of money." This was one Marine that I really respected. He's been out there. I lost so much respect for him. This was someone who I've confided in, believed in, and followed with all my heart.

A Captain (#8) summarizes a drawback to the lack of knowledge of the CMC's process in the fleet:

The whole pipeline has to be continued after boot camp. You can't change a person in 12 weeks. If they get through the 12 weeks of boot camp and then check in and some fat officer or fat, slack staff NCO says "welcome to the school" and starts doing unethical things and they [the new Marines] see Marines do it [unethical things] they will make the

distinction that was boot camp, and this is the Fleet.

E. THEME IV: WOMEN ARE GENERALLY PREPARED FOR THE PHYSICAL RIGORS OF BOOT CAMP.

The drill instructors interviewed found the recruits reporting to boot camp since October 1996 are generally well-prepared for the physical challenges of boot camp.

Recruits interviewed felt they were physically prepared for boot camp, and even stated that the physical aspects of boot camp were relatively easy. Of the fifteen recruits interviewed, twelve identified the physical portions of boot camp as either the easiest for them, or the portion for which they were best prepared.

A recruit(#33) in Training Day 56 (of 65) in the Program of Instruction, felt that she had been prepared by her recruiter and prepared by Marines recently graduated from boot camp, while she was in the Delayed Entry Program. As she stated: "I was prepared for the physical part."

A fellow recruit (#34) in the same training day recounted being prepared by her recruiter's wife, a former lance corporal in the Marine Corps. This recruit felt she was ready for "all aspects of boot camp." When asked to identify the part for which she was least prepared, she answered "the gas chamber."

A recruit (#41) who was in the Recruit Administrative Platoon and awaiting discharge from boot camp also felt she was prepared "physically, but not mentally or emotionally."

F. THEME V: WOMEN ARE NOT ADEQUATELY PREPARED FOR THE MENTAL/EMOTIONAL RIGORS OF BOOT CAMP.

The induced stress conditions at boot camp are an unknown entity for female recruits. When asked to identify the portion of boot camp for which they were least prepared, recruits identified the "mental part," or the "yelling," as the "hardest" aspect of boot camp. Ten of the fifteen women interviewed offered this opinion.

One recruit (#33) said "not knowing what's coming next" is one of the hardest aspects of boot camp. A recruit (#39) awaiting discharge, stated:

The drill instructors. It was the stress, because I haven't been yelled at the way the drill instructors yell. They are right in your face and they see everything.

Two recruits, (#41 and #43), both awaiting discharges, when asked what they were least prepared for answered: "I was least prepared for the mental and emotional pressure" (#41) and "I was more prepared for the physical side than the mental side" (#43).

The drill instructors also recognized the lack of preparation for the stressful conditions of boot camp. But as one of the drill instructors (#2) stated:

The biggest thing for the women is they're not used to the stressors. You can tell them all day what they're going to encounter in boot camp but until they get here and experience it they can't fathom what its going to be like.

G. THEME VI: FEMALE RECRUITS PERCEIVE PRACTICALLY IDENTICAL BOOT CAMPS FOR MEN AND WOMEN.

Recruits interviewed while still in boot camp believed male and female recruits complete the same boot camp, with minor scheduling differences. Fourteen of the fifteen recruits interviewed said the changes instituted between October and December 1996 made the male and female boot camps essentially equal. Recruits based their perceptions on information provided by recruiters, drill instructors, and on their own observations. The fifteenth recruit had not been at Parris Island long enough to have had any applicable information from drill instructors. Her recruiter, unlike the other recruiters, apparently did not discuss the subject.

The drill instructors emphasize that the Program of Instruction is the same for male and female recruits; however, women receive more detailed explanations presented in slightly different terms. The drill instructors are basing the different approach on the premise that males and females learn differently. The Marine Corps is trying to take advantage of this concept to produce quality male and female Marines. A Staff Sergeant and drill instructor (#3) explains:

We're easier on our girls. We talk to our girls more than the males do. I believe we take more time as drill instructors to tell them more and teach them more.

A Gunnery Sergeant (#2) with two tours on the drill field explains:

The approach to how we train females is different in how we train males. The training schedules are exactly the same but the way women are trained and the approach that women use in training women and the approach men use in training men is different. Women learn differently than men. A women doesn't have to screamed at 24/7 [twenty four hours an day, seven days a week] in order to get through to her. We [women] naturally wonder "why the heck am I doing this?" I don't say we [the drill instructors] accommodate that, but when there's time we answer it. It all comes down to basic leadership, you've always been able to train recruits through basic leadership but now we have more of an opportunity for all the drill instructors to use the leadership that they have. That's where we get more of a personal spin on things.

H. THEME VII: FEMALE MARINES COMPLETING BOOT CAMP AFTER OCTOBER 1996 AND PARTICIPATING IN INTEGRATED MARINE COMBAT TRAINING FEEL ACCEPTED AS MEMBERS OF THE MARINE CORPS TEAM.

Marines who participated in the new boot camp, including the Crucible and integrated MCT, generally perceived women as accepted members of the Marine Corps team. Two of the seven Marines interviewed who had graduated from the revised boot camp were not comfortable with the level of acceptance of women in the Marine Corps. The other five were not hesitant to

answer positively when asked about women being part of the Marine Corps team.

I. THEME VIII: FEMALE MARINES COMPLETING BOOT CAMP PRIOR TO OCTOBER 1996 AND NOT PARTICIPATING IN INTEGRATED MARINE COMBAT TRAINING DO NOT FEEL FULLY ACCEPTED AS MEMBERS OF THE MARINE CORPS TEAM.

The female Marines who went through boot camp prior to the October 1996 changes were not as willing to say that women were accepted as part of the Marine Corps team. A Lance Corporal (#21) answered the question regarding the acceptance of women as part of the team with: "No, not yet. I think they are really well on the way but I would be lying to say yes."

Her fellow student at an MOS school, another Lance Corporal (#22), stated:

There are still a few people who don't think women should be in the Marine Corps. An E-6 [Staff Sergeant] that used to be here would blatantly say it in front of everybody. He would sit all the new Marines down when they came from MCT and would talk to the guys. Then he would look at us [the women] and talk about nail polish and fingernails. He would talk about us whining and say that we didn't belong. People always complained about him but the higher ups really liked him for some reason. I don't think they saw the way he treated the lower ranking females.

A third Marine, a Corporal (#23), when asked if women were accepted as part of the Marine Corps as a group, was not sure the interviewer wanted to hear the truth:

Honestly? I don't think so. They separate us in too many ways. They are not supposed to, but in their own little ways they separate us. They just don't think we can do it, so they don't give us the chance.

J. THEME IX: ENLISTED FEMALE MARINES PERCEIVE THEY MUST WORK HARDER THAN THEIR MALE COUNTERPARTS TO BE RESPECTED.

To gain the respect of their male counterparts, the female Marine Corps enlisted personnel generally felt they had to work strenuously or be more physically fit than their male counterparts.

A Lance Corporal (#17) stated, "Women have to work harder to be accepted just because we're females." This Marine was a driver within her unit for a time and her job entailed the delivery and pick-up of often-heavy aviation parts. She went on to say "They don't give us a chance to do it, like lifting heavy boxes. I'm willing to ask for help when I need it."

Another Lance Corporal (#19) at the same duty station, when asked if she felt accepted as part of the Marine Corps team, answered: "I had to prove myself. I had to earn it, show them I was a professional."

This was echoed by a Private First Class (#20):

I think they should try harder than the males because there's a lot of competition out there. The women should work just a little bit harder to make a better name for ourselves.

The female officers, in comparison, did not reach a consensus on this theme. They felt that, generally, at times

they may have had to prove themselves during their careers but also felt most of the male officers had to do the same thing.

K. THEME X: THE PRACTICE OF GENDER-SEGREGATED BOOT CAMP AND THE POLICY OF PROGRESSIVE INTEGRATION IS VALUED BY INDIVIDUAL FEMALE MARINES.

Without hesitation, all the interviewees felt that gender-segregated boot camp is the best approach for both male and female recruits. There was no difference in the opinions of the Marines who had completed boot camp prior to the instituted changes or after the changes were made.

The progressive integration of women into the Marine Corps is seen in a positive manner. Gender-segregation in training until the Marines are in the Fleet Marine Force was seen as detrimental to the effective integration of women into the Marine Corps. Full integration at the start of boot camp was also seen as a mistake, distracting from the purpose of boot camp.

The Marines who had gone to boot camp were emphatic in their negative answer when asked if the Marine Corps should integrate boot camp patterned after the other services. One Corporal (#15) went so far as to say, if there had been men integrated in the Marine Corps boot camp, "I wouldn't have gone through."

A Private First Class (#18) stated:

I think it should be separate training. Because your mind is on the job you are doing. You're

competing against your peers and not competing against males.

Her peer, a Lance Corporal (#19), had a perspective not identified by the other interviewees:

Going without sex for three months of boot camp if you are already sexually active will cause friction. So if it's segregated, you avoid those problems.

A Lance Corporal (#21) felt:

I really prefer the way we did it because you never had thoughts about "so and so" was watching me and I'm not as good as "so and so." We were all girls working together and we all got through it together without anybody else. That's what we need to be strong. I think, if we did it with males, we wouldn't have been as close or tight in trying to help each other, and it would have been too competitive.

A fellow student, a Corporal (#23), had an interesting view of the benefits of gender-segregated boot camp with respect to male recruits:

I couldn't even imagine it [integrated training]. Things would be so different. You cannot fairly train the men if you've got females in the platoons, because females are weaker in some areas than males. That would hold back the males or make the females get hurt by having to speed up. That just holds back people that should be able to excel further. It's not necessary if they can keep us apart. We're doing the same thing anyway.

A Lance Corporal (#24) referred to the bonding that occurs at gender-segregated boot camp:

I do not believe in coed boot camp. Part of being in boot camp, especially with there not being as many females, is bonding. I've heard a lot of

rumors about how females do not stick together out in the Fleet. Boot camp is probably our weakest moment and the males do not need to see that before we get out into the Fleet.

Another Lance Corporal (#25) commented on the benefits of segregation at boot camp and the partial integration:

There are some things in boot camp you don't want to share with the males. We have female drill instructors to look up to. I know we train afterwards together; that's good. We have to integrate, but in the beginning we should learn the basics, the foundation. So, I think it should be separate.

The officers conducting training also see benefits to the segregation at boot camp and the progressive integration of women into the Marine Corps. A Captain (#7) offered this view:

I believe in the process because, as we are transforming the civilians into Marines, the drill instructors provide the type of role model they need to see. If they're standing next to a 185-pound male who is 6'5", they are not going to have the same connection. When they come out to the Crucible, they are carrying as much as the men. If they were told that by someone that was 6'5" and 180 pounds, it would have no impact on them at all. But when they are told that by the drill instructor who weighs 110 pounds, then it has a much greater impact.

A Captain (#10) believes there are basically two reasons for gender-segregated boot camp: "The recruits need to get past the 17-18 year old stage, and they have no idea what they are getting into." She followed her line of reasoning with an assumption:

Most of the young women really don't have a clear concept of what they are about to face. They are

probably away from home for the first time. They are coming from a background where they traditionally have female friends. To be in a mixed-gender unit is too much, too fast, and it's a recipe for disaster.

Her counterpart, another Captain (#11), states: "It [gender-segregation] precludes problems that may hinder accomplishing the mission; that is getting them trained, getting them into the thought process of being a Marine."

A Captain (#13), who first entered the Marine Corps as an enlistee and was commissioned through the Naval Academy, was adamant about the importance of gender-segregated boot camp. She referred to her own experiences when asked if boot camp could be gender-integrated from the outset:

The amount of discipline required in boot camp to make the transition from civilian to military is enormous. We were disciplined in the shower, we were told how long to take a shower. It was necessary for the drill instructors to come in the shower facilities to maintain the appropriate level of discipline. In my opinion, integrating male and female, you lose it [discipline opportunities]. At the Naval Academy, they attempt that, the transition from civilian to military where you are allowed to be in a room where men and women are integrated, and it did not have the same effect as boot camp.

She continued with more specific comments about progressive integration:

I agree with the partial integration because it helps people transition from stage to stage. Men are scared of women; they don't know how to interact with them and vice-versa. If it's gradual, I feel the transition is better.

A Gunnery Sergeant (#1) points out:

I think it would have an overall effect on the effectiveness of the training. Each drill instructor team is composed of all different types of Marines. Each recruit should be able to identify with at least one of those Marines and see the goals we are setting for them aren't impossible.

Her fellow drill instructor, also a Gunnery Sergeant (#2), stated:

I think its a good idea to do it progressively because then they leave here with a solid base of what a Marine should be. Then they go to MCT where they aren't fully integrated but they are getting an idea of how to react to one another. By the time they get to school, they should know how to react to one another. I think that used to be one of the biggest problems, going from here right to full integration at MOS schools.

Another drill instructor (#1) commented on the partial integration at MCT:

Integrating them in a supervised environment such as MCT is a good first step because we have already laid a foundation here [at Parris Island].

L. THEME XI: THE PERCEIVED STRENGTHS OF GENDER-SEGREGATED BOOT CAMP OUTWEIGH THE PERCEIVED WEAKNESSES.

The perceived strengths of gender-segregated boot camp outweigh the perceived weaknesses. Some of the interviewees were such strong proponents of gender-segregation in boot camp that they could apparently not think of any weaknesses. The strengths were described as follows:

-It allows women to identify with female role models.

- It provides realistic goals for the female recruits.
- It shows positive relationships and leadership between genders.
- It keeps the focus of the male and female recruits on training.
- It lessens tension between the male and female recruits.
- Women are able to compete against women, thereby providing an accurate portrayal of ability to the female recruits.
- It provides a better opportunity to instill the required discipline.
- Lasting friendships are formed among the minority gender in the Marine Corps.

The weaknesses of gender-segregated boot camp were described as follows:

- The Marines who graduate from gender-segregated boot camp have little idea of how to relate to the opposite gender in a work environment.
- Male recruits who graduate from boot camp have a distorted view of what women do in boot camp.
- Male drill instructors still disparage female Marines in comments made to their male recruits.
- There is a continuing perception among male Marines that boot camp is easier for women than for men.
- Segregation promotes the "us and them" attitude

between men and women in the Marine Corps.

The consensus was that the phased approach of gender-integration offers new female recruits and female Marines a solid foundation of what it means to wear the eagle, globe, and anchor collar device and be called a "Marine." The same-gender leadership at the entry level in the barracks was also seen to provide young women with the role models and tools necessary to survive in a male-dominated organization.

V. CONCLUSIONS AND RECOMMENDATIONS

A. OVERVIEW

The Commandant's "Transformation Process" is a visionary approach designed to inculcate and sustain Marine Corps values in all Marines from boot camp throughout their career. The progressive integration of women into the Marine Corps training pipeline, an essential part of the "Transformation Process," is designed to develop and strengthen team-building and unit cohesion. The Marine Corps is unique among the four services in its approach to mixed gender training. This study examined the Marine Corps approach based on the perceptions and experiences of the group most affected--female Marines.

The women interviewed in this study were active duty, officer and enlisted Marines, and enlisted recruits in the training pipeline. It is acknowledged that interviewees may have responded to the interview questions with a bias toward loyalty to the Marine Corps; however, all participants were asked for their honest perceptions, and all were promised complete anonymity. It is with this understanding of the dynamics involved in questioning female Marines in an all-volunteer force that the following themes emerged.

B. MAJOR THEMES RESULTING FROM 43 INTERVIEWS:

- THEME I. THE CHANGES INSTITUTED BETWEEN OCTOBER 1996 AND DECEMBER 1996 ARE CONSIDERED GENERALLY BENEFICIAL TO THE INDIVIDUAL AND THE MARINE CORPS.
- THEME II. UNIT COHESION AND TEAM-BUILDING HAVE BEEN ENHANCED BY THE CHANGES IN BOOT CAMP SINCE OCTOBER 1996.
- THEME III. MARINES ARE GENERALLY UNAWARE OF THE COMMANDANT'S "TRANSFORMATION PROCESS."
- THEME IV. WOMEN ARE GENERALLY PREPARED FOR THE PHYSICAL RIGORS OF BOOT CAMP.
- THEME V. WOMEN ARE NOT ADEQUATELY PREPARED FOR THE MENTAL/EMOTIONAL RIGORS OF BOOT CAMP.
- THEME VI. FEMALE RECRUITS PERCEIVE PRACTICALLY IDENTICAL BOOT CAMPS FOR MEN AND WOMEN.
- THEME VII. FEMALE MARINES COMPLETING BOOT CAMP AFTER OCTOBER 1996 AND PARTICIPATING IN INTEGRATED MARINE COMBAT TRAINING FEEL ACCEPTED AS MEMBERS OF THE MARINE CORPS TEAM.
- THEME VIII. FEMALE MARINES COMPLETING BOOT CAMP PRIOR TO OCTOBER 1996 AND NOT PARTICIPATING IN INTEGRATED MARINE COMBAT TRAINING DO NOT FEEL FULLY ACCEPTED AS MEMBERS OF THE MARINE CORPS TEAM.
- THEME IX. ENLISTED FEMALE MARINES PERCEIVE THEY MUST WORK HARDER THAN THEIR MALE COUNTERPARTS TO BE RESPECTED.
- THEME X. THE PRACTICE OF GENDER-SEGREGATED BOOT CAMP AND THE POLICY OF PROGRESSIVE INTEGRATION IS VALUED BY INDIVIDUAL FEMALE MARINES.
- THEME XI. THE PERCEIVED STRENGTHS OF GENDER-SEGREGATED BOOT CAMP OUTWEIGH THE PERCEIVED WEAKNESSES.

These themes are evaluated in terms of the Commandant's "Transformation Process" and the progressive integration of

women into the Marine Corps. The themes are further discussed in the following conclusions and recommendations.

C. CONCLUSIONS

The Commandant's "Transformation Process" is a powerful tool for transforming civilians into Marines prepared for the 21st century. The "Transformation Process," particularly the progressive integration of women into the Marine Corps, is an effective process from the viewpoint of this sample of 43 officer and enlisted Marines. It is effective in terms of enhanced team-building and unit cohesion. The first three phases of the "Transformation Process"--recruiting, recruit training, and cohesion--appear to reinforce team-building and unit cohesion, particularly in terms of inculcating Marine Corps core values into female civilians. The fourth phase, sustainment, appears to be the weakest portion of the "Transformation Process." This assessment is based on clear and consistent perceptions of many of the respondents. In summary, the initial three phases of the "Transformation Process" are perceived as effective; but the fourth phase, sustainment, may have severe limitations.

D. DISCUSSION

The recruiting phase of the "Transformation Process" is designed to attract quality civilians and to introduce Marine Corps training and core values to civilians while they are in

the Delayed Entry Program. This phase appears to be a partial success. Conditioning a young adult to the emotional rigors of boot camp is extremely difficult and abstract. The emotional and mental stress induced at boot camp may be a phenomenon that a recruit must simply go through and personally experience. Nevertheless, most of the recruits and the enlisted Marines interviewed indicated they were joining the Marine Corps to add direction, or to put structure into their lives. Similarly, the stressful conditions occurring at boot camp in a structured environment are also a process valued by many of the respondents. In summary, although the emotional and mental rigors of boot camp were the hardest experience for most women, minimizing this type of stress may not fulfill the expectations of many women who join the Marine Corps. The recruits involved in the discharge process at Parris Island, were not generally being released for emotional problems, but rather for fraudulent enlistment and, in one case, medical problems. There are indications that the screening process at the recruiting stations may need to be improved.

The recruit training phase of the "Transformation Process" appears to be the best developed and most effective phase. The female recruits, and the Marines that had participated in the revised boot camp and partially-integrated Marine Combat Training (MCT), were aware of the "separate but equal" boot camp for men and women. This perception of the

equality of boot camps provides women in the Marine Corps with a sense of belonging and acceptance as part of the Marine Corps team. This acceptance in the Marine Corps is important to women who must have strong self-confidence to exist within, and to enhance the capability of the male-dominated Marine Corps. With a solid sense of self-esteem and acceptance, more of these young women may complete their first enlistment or re-enlist if the option arises.

The third phase, cohesion, seems to be working well. Though unit cohesion is strongest for the military occupational specialties (MOSs) that keep Marines together from boot camp through MCT and MOS school (i.e., combat arms MOSs), cohesion is generally enhanced because of the partial integration of women and men at this point in the training pipeline. At MCT, as some of the respondents pointed out, the Marines of both genders learn to work together and are able to see mixed-gender leadership relating to one another in a positive manner.

The West Coast approach is different. Men only, participate in boot camp at Marine Corps Recruit Depot (MCRD), San Diego. The Marines from San Diego then proceed to MCT at Marine Corps Base, Camp Pendleton. MCT at Camp Pendleton is presently gender-segregated. Therefore, if a Marine completes MCT on the West Coast, and then enters a combat arms MOS (also gender-segregated), there is a strong likelihood that the

Marine will not interact with a female Marine until well into his first enlistment, or not even until his second enlistment. At this point in the Marine's career, attitudes and opinions with respect to women in the Marine Corps have already been formed, some positive and some negative.

As indicated earlier, the fourth phase, sustainment, is the weakest phase of the "Transformation Process." There is a perception of lack of acceptance of women by enlisted respondents who had not participated in the revised boot camp and MCT. This indicates a deficiency in terms of the sustainment of core values after boot camp. Disparaging jokes and comments toward women at an MOS school and the persistent belief that "women don't belong" in the Marine Corps is adversely affecting successful transformation. This behavior understandably impacts young female Marines. This gap between the establishment and the sustainment of core values may be a primary factor behind other retention and attrition problems. To the extent that female Marines are disparaged, the "self-fulfilling prophecy" can erode military readiness. If a female Marine perceives that she really does not belong in the Marine Corps, and she encounters persistent hostility from her male peers and leaders, then a decision to leave the Marine Corps for the wrong reason may be commonplace.

There are several mechanisms for women to leave the service. One option is to finish an obligation and then simply

not re-enlist. A second option is to become pregnant while on active duty and request a discharge prior to the end of her obligated service. A third option, whether taken consciously or as a result of other factors, entails behavioral problems, which can result in discharge from the Marine Corps prior to the end of obligated service. Medical discharges account for male and female losses. The medical community can determine that injury or physical condition is detrimental to the individual service member, and can prematurely terminate obligated service.

Marines who participated in the revised boot camp and integrated MCT, overall, felt accepted as part of the Marine Corps team. This acceptance, which could result from the recent changes in boot camp, indicates the strong potential available for the Marine Corps to solidify the transformation process, thereby retaining valuable female Marines and improving military readiness. This was an important point emerging from the study--that is, not only the acceptance of female Marines, but the full internalization of Marine Corps values, and optimization of fighting ability.

It is important to reiterate the perception of all the interviewees regarding gender-segregated boot camp. All the respondents agreed that separating women from men at the initial training level in boot camp was logical, practical, and effective. All the Marines recognized the requirement to

eventually integrate men and women before they could perform effectively together in the work environment. The timing of the phased approach to mixed-gender training was perceived as almost perfect; a solid foundation of Marine Corps values is introduced while segregated, and elements of working together in teams is introduced gradually, prior to the actual work environment.

Almost all the women interviewed in this study were very supportive of the phased approach to mixed-gender training. They were especially adamant about the benefits of gender-segregated training at the entry level. They believed that segregation from men was positive for both male and female recruits. The enlisted women were very conscious of the distraction that tends to occur when young people of both sexes are placed in a high performance context. They reiterated the value of being able to focus on military skills first and to separate them from the skills required to function on mixed-gender teams. The female officers' responses fully supported this concept--that is, it is easier and more effective to establish basic military skills first, and apart from men, then to gradually socialize women into a mixed-gender environment.

In summary, the Commandant's "Transformation Process" is apparently valid, with a noted weakness in the fourth phase, sustainment. The phased approach to mixed-gender training is

beneficial to women who want to become full members of the Marine Corps team, and beneficial to the effective capability of the Marine Corps.

E. RECOMMENDATIONS

Additional research is recommended to gain a better understanding of how best to train young men and women in a high-risk environment that is focused on improving military readiness. A longitudinal study tracking a larger group of recruits would likely yield more substantial results. Particular emphasis and study could concentrate on specific factors associated with retention and attrition. Marines who failed to complete their first term of enlistment should be queried to gain additional insights.

It is strongly recommended that the Marine Corps integrate MCT at Camp Pendleton. This would give the Marines that complete boot camp at MCRD San Diego an opportunity to establish working relationships with their female peers before continuing to MOS schools and the Fleet Marine Force. Otherwise, it can take years before male Marines actually work with female Marines. Women who would attend MOS school on the West Coast (linguists and communicators) should be transferred to Camp Pendleton for MCT, and then transferred to their MOS school. Recognizing that there would be additional costs

involved with the integration of MCT on the West Coast, a cost-benefit study would be in order.

Continued education and training of all Marines of the value of the "Transformation Process" would likely help to increase the acceptance of female Marines as complete team members. Additionally, as enlisted and officer Marine Corps leaders understand and exemplify the "Transformation Process," the equality of boot camp (male and female portions) will be reinforced, and men will accept women more as equals. All professional military education courses should educate Marines on the "Transformation Process," the progressive integration of women in the training pipeline, as well as the equality of the boot camps for men and women. This education must also be done in professional literature, at all levels. The publication of articles on the topic should be done more than once a year. The education campaign must be pervasive throughout the Marine Corps. The education must be balanced, to not alienate male Marines, which would only compound the acceptance problem.

Finally, Marine Corps leaders must accept and exemplify the "Transformation Process" for it to fully succeed. With substantial improvement of the sustainment process, in particular, there is a strong likelihood that the Marine Corps ethos and core values will be internalized by all members of the Marine Corps team.

APPENDIX. INTERVIEW QUESTIONS

Recruits

Demographic Information

Age: _____

DEP time: _____

Education level: _____

1. Family history of military service?

Yes: Which branch, who, how long served?

Resigned; Discharged; Retired?

No: Why did you pick the military?

2. Why did you join the Marine Corps over other services?

3. Did you think that you were prepared for boot camp?

Yes: Did you have help?

Who

Team member in high school? Any group participation in high school?

What were you best prepared for?

What were you least prepared for?

No: Team member in high school?

Any group participation in high school?

4. What has been the hardest part of boot camp?

What has been the easiest part?

5. Give me your description of a successful Marine?

6. Give me your best guess: the percentage of women in the Marine Corps?

7. Have you seen any men here at boot camp? Who and where?

8. Do both male and female recruits complete the same boot camp?

If not: What are the differences?

Where did you get your information?

Drill Instructors

Demographic Information

Rank: _____ Yrs of Service: _____ MOS: _____
Position Held: _____
Pre/Post "Crucible": Y N Yrs as DI: _____
How many platoons? _____

1. Family history of military service?
Yes: Which branch, who, how long served?
Influences on decision to serve?
Influences on choice of service?
No: Why did you pick the military?
2. Why did you pick the Marine Corps?
3. Selected or volunteered for DI duty?
Selected: Why not a volunteer?
Volunteer: Do you regret your decision?
4. Image of successful Marine?
5. In your opinion, is the quality of recruits higher or lower than 5 years ago? What gives you that indication?
6. In your opinion, is there a problem today with the quality of recruits? What's the biggest problem?
7. Are the recruits prepared for boot camp?
8. Are male recruits, in your opinion, better prepared for boot camp than female recruits? In what ways?
9. Since the addition of the "Crucible" and the "transformation" of recruits, do you see the boot camps as equal? Elaborate.
10. Is the process of "progressive integration" effective in the forming of a quality Marine?
11. Should the recruits be gender-segregated until MOS schools?
12. In your opinion, is it possible to gender-integrate boot camp from the outset? Why or why not?

13. Give me what you consider to be the strengths and weaknesses of gender-segregated boot camp.

Strengths:

Weaknesses:

14. Does the "Transformation Process" enhance the concept of teamwork and unit cohesion?

15. Do you think there is a better way of building teamwork?

16. The role of the DI today, is it what you expected? Are there improvements that could be made?

17. The change to the 12-week program; has it truly made a difference in the "making of quality Marines"?

Staff

Demographic Information

Rank: _____ Prior Enlisted Y N Service _____

MOS: _____ How long at Parris Island: _____

Positions Held: _____

1. Changes to boot camp since 1996; good or bad? Elaborate.
2. Does the "Transformation Process," in your opinion, build unit cohesion and emphasize teambuilding as tasked by CPG?
3. Perception of "progressive integration."
4. Is the MC better or worse off than in October 1996 with the introduction of the Crucible? Elaborate.
5. Are the recruits better off? Are they learning teambuilding better?
6. Does the transformation process enhance building a quality Marine?

Enlisted Marines

Demographic Information

Rank: _____ "Crucible": Y N

Age: _____ Yrs of Service: _____

MOS: _____

1. Family history of military service?
Yes: Which branch, who, how long served?
Resigned; Discharged; Retired?
No: Why did you pick the military?
2. Why did you join the Marine Corps?
3. In your opinion, what percentage of the Marine Corps is female?
4. Image of Marine Corps before joining?¹⁰⁴
Has it changed?
5. Positive features of the Marine Corps profession:¹⁰⁵
Negative features:
6. Give your impression of boot camp for men and women:
If there are differences, why do you think that they are different?
7. Should men and women go through boot camp together as they do in the Navy and Army boot camp (mixed gender DI's, integrated boot camp for the majority of training?)
Elaborate:
8. For non "Crucible" Marines: Recently boot camp/warrior training was changed to include the "Crucible" and a 17 day integrated field exercise. How do you feel about those changes?
9. What do you feel is the mission/the objectives of the Marine Corps?
10. How does gender-segregated boot camp hinder or enhance the accomplishment of those objectives?

¹⁰⁴Williams 148.

¹⁰⁵Williams 148.

11. Tell me in your own words what you think "a band of brothers" means?

Where did you first hear the name?

12. Are women Marines a part of this "band"? Are they full fledged members of the group defined as the Marine Corps?

13. Do you feel that women are fully accepted as a part of the Marine Corps team? If Yes, at what point did you feel accepted as a Marine?

14. What type of person succeeds at being a Marine?¹⁰⁶ Give me a few characteristics that portrays a successful Marine.

15. Do women have a role in today's Marine Corps?

16. What about the Marine Corps of the future?

17. How would you define that role?

18. What would happen to the Marine Corps mission if the number of women in the Marine Corps was substantially increased?¹⁰⁷

19. If a neighbor told you that their son or daughter was thinking about enlisting in the Marine Corps, how would you advise them? Would you encourage any one service over another in this case?

¹⁰⁶Williams 149.

¹⁰⁷Williams 150.

Company Grade Officers

Demographic Information

Age: _____ Comm Source: _____ Prior Enl: Y N

Yrs of Service: _____ Comm Time: _____

Jobs Held: _____

1. History of family military service?
2. Why the military?
3. Why the Marine Corps?
4. Perception of current MC boot camp for male and female recruits. Has it changed recently? In what ways? Good or bad?
5. Where do you get your knowledge from?
6. In your opinion, why is TBS integrated and not boot camp?
7. Could boot camp be gender-integrated from the outset, in your opinion?
8. Should it remain gender-segregated until the Fleet?
9. Strengths of gender-segregated boot camp:
Weaknesses of gender-segregated boot camp:
10. Opinion of term "band of brothers."
11. Have you heard of "progressive integration" and if so, where? In what terms?
12. Are you aware of the CMC's "Transformation Process?"

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